



## Course: Planning 10

### **Course Description:**

Planning 10 is a ministry-required course, which must be completed in order to graduate. Planning 10 consists of four main components: Career Exploration, Financial Planning, Health Education and Graduation Transitions Program. Link to complete provincial learning resource guide:

<http://server.burnabyonline.net/~ilearnit/moodle/file.php/163/documents/CourseOutline2007planning10.pdf>

### **Students are expected to:**

- contact the teacher by instant messaging, email or phone when help is needed or questions arise
- be actively engaged and submitting work on a regular basis
- inform the teacher when they will be inactive for two or more weeks.
- be aware that if they are inactive in a course for four or more weeks they may be removed from that course
- check their email at least twice a week
- create and submit completed solutions for all activities in the unit/chapter before requesting a test.
- cite all sources properly
- answer in their own words
- check that their work and tests have been marked.
- make appointments to write tests at least 2 school days in advance.



## Prescribed Learning Outcomes: Planning 10

*It is expected that students will:*

### **GRADUATION PROGRAM**

#### *Course Requirements, Exams, and Focus Areas*

- A1 identify the course requirements for the Graduation Program
- A2 identify ways of earning credits for the Graduation Program (e.g., in-school courses, external credits)
- A3 identify the exam requirements for the Graduation Program, including required and optional exams
- A4 describe the Focus Areas in the Graduation Program
- A5 describe how one or more Focus Areas of interest relate to education and career options

#### *Graduation Transitions*

- A6 describe the requirements of Graduation Transitions
- A7 develop a preliminary plan for how they will meet the requirements of Graduation Transitions

### **EDUCATION AND CAREERS**

#### *Personal Interests and Attributes*

- B1 relate personal attributes and interests to education and career planning

#### *Post-Secondary Education and Training*

- B2 compare a variety of post-secondary education and training institutions and programs

#### *Labour Market Information*

- B3 relate labour market information (e.g., types of employment, required skills and education, salary range) to careers of interest

#### *Job Seeking and Job Keeping*

- B4 demonstrate an understanding of employability skills (e.g., communication, problem solving, teamwork)
- B5 demonstrate job-seeking skills (e.g., employment searches, writing résumés and cover letters, preparing for job interviews)

#### *Employment Standards and Workplace Safety*

- B6 demonstrate an awareness of the legal rights and responsibilities of employers and employees
- B7 analyse practices associated with work-related risk reduction and injury prevention (e.g., safety training, hazard recognition, risk management, communication)

#### *Support Networks and Resources*

- B8 identify support networks and resources for pursuing their education and career goals (e.g., family, school, and community resources)

#### *Transition Plan*

- B9 develop a personal education and career plan to support the achievement of education and career goals



## Prescribed Learning Outcomes: Planning 10

*It is expected that students will:*

### HEALTH

#### *Healthy Living*

C1 analyse factors that influence health (e.g., physical activity, nutrition, stress management)

#### *Health Information*

C2 analyse health information for validity and personal relevance

#### *Healthy Relationships*

C3 demonstrate an understanding of skills needed to build and maintain healthy relationships (e.g., effective communication, problem solving)

C4 analyse factors contributing to a safe and caring school (e.g., respect for diversity, prevention of harassment and intimidation)

#### *Health Decisions*

C5 evaluate the potential effects of an individual's health-related decisions on self, family, and community

C6 analyse practices that promote healthy sexual decision making (e.g., recognizing influences, accessing accurate information, applying informed decision-making skills)

C7 analyse practices associated with the prevention of HIV/AIDS

C8 analyse strategies for preventing substance misuse (e.g., recognizing influences, accessing accurate information, applying informed decision-making skills)

C9 analyse individual and societal practices associated with road-related risk reduction and injury prevention (e.g., obeying speed limits, wearing seatbelts, driver education)

Note: Some of the Prescribed Learning Outcomes in this Health curriculum organizer address topics that may be sensitive for some students or parents/guardians. Refer to ministry policy regarding opting for alternative delivery of sensitive topics:  
[www.bced.gov.bc.ca/policy/](http://www.bced.gov.bc.ca/policy/)

### FINANCES

#### *Financial Literacy*

D1 demonstrate financial literacy related to

- budgeting skills
- planning for transition from secondary school
- knowledge about credit and debt
- knowledge of legal requirements for reporting personal income

#### *Costs of Education and Career Options*

D2 identify the costs and funding sources associated with various education and career options

#### *Financial Plan*

D3 develop a personal financial plan to support the achievement of education and career goals